National Craft in Technological Education Pedagogical and Psychological Opportunities of Learning on the Basis of a Creative Approach

M. O. Abdullaeva
Master of Fergana State University

Abstract: In this article, pedagogical and psychological possibilities for studying national handicrafts by students of secondary schools based on a creative approach are developed.

Keywords: National handicrafts, applied and artistic arts, technological education, creativity, creative qualities, creative thinking, information technology, computer literacy, information environment.

Introduction

The study of folk crafts in secondary schools helps to develop artistic and aesthetic taste, diligence and a number of useful skills and abilities in students, helps to identify and develop their creative abilities [1, 2, 3, 4, 5].

In order for students to master this field, it is necessary, first of all, to get acquainted with the process of folk handicrafts.

The main goal of this article is to develop pedagogical and psychological opportunities for the study of national crafts on the basis of a creative approach in secondary school students.

Along with the study of the state of teaching applied and artistic decorative arts in secondary schools, the methodology of its application in practice is carried out in the process of experimental work. In order to carry out organizational and methodological preparatory work, a plan has been developed to ensure the effectiveness of pedagogical experiments. In this case, the experimental sites developed by our leading scientists, which allow to carry out high-quality experimental work, test and control classes involved in this process, as well as didactic complexes provided for the experiment were used. [7, 8, 9, 10].

Creativity is a key factor in abandoning the pre-planning of lessons, the formation and development of critical, creative thinking in students, forcing them to think creatively, to come up with new ideas, to change their attitude to education, to motivate them to succeed.

In order to fully understand the general essence of the process of developing the qualities of creativity in a person, it is first necessary to understand the meaning of the concept of "creativity". Alan Dj. According to Rowe, "creativity is a set of original ideas that have their own value." He explains the concept in his research as follows: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value." A. Zaparov et al. In terms of the approach, creativity means “having a high level of unconventional skills along with a thorough knowledge of a particular field”. [11].

Based on the above, the concept of "creativity" can be interpreted as follows: Creativity (Latin, "create" - to create, "creative" - creator, creator) - is the creative ability of the

individual, which characterizes the readiness to produce new ideas and is part of the talent as an independent factor.

The relevance of the study of the theoretical and methodological bases of the formation of the creativity of the general secondary school student in the system of continuing education is determined by the social and practical significance of increasing the activity of the creative person in his professional activity.

Thus, the task of teaching remains to be able to think creatively, analyze, generate ideas, and find solutions.

It is well known that in order to achieve educational effectiveness, a teacher can never be indifferent to the learning motives of students. This is because the attitude towards acquiring knowledge is matched by the student’s interest in the chosen profession. Accordingly, the main attention was paid to the motives of the student's interest in the national crafts of the people.

In the course of pedagogical experiments, our interviews and questionnaires to find out the student's initial knowledge, skills and abilities to create pattern compositions showed that almost 75% of students have a desire to master the art of embroidery in the future.

Psychologically, in the formation of students' interest in the study of national crafts, it is important to acquire independent knowledge, to engage in creative activities, to think logically in the creation of pattern compositions, to teach them to find solutions to problems. At the same time, students begin to set new requirements for independent learning. This process takes place on the basis of self-education. Then education will rise to the level of social duty. Because education serves as a factor that prepares students for work and professional activity.

Based on the research observations, we separately examined the motives of the students ’interest in the embroidery profession during the first month. This process is reflected in two directions. The first is the gradual acquaintance of the "new team" with the active participation of activists in the "team", especially young men and women who are fully or partially aware of the secrets of embroidery, although with few practical experiences in this field. those who were separated, the latter on the advice of someone, studied the activities of the students admitted to the educational process.

Research observations have shown that the socially relevant issue is not at the level of demand. The formation of negative factors based on such an approach can led to initial misconceptions in the reader.

The scientific and creative outlook of today's youth is much broader, as evidenced by their motives for who they will be in the future and their career choices. In particular, one of the most important tasks today is to benefit the society, to continue it in the chosen profession, to teach the profession to young people, to identify the interests of young people in the arts in a timely manner and to create appropriate support and conditions.

A person who has mastered the types of folk crafts, who understands the honorable, responsible and role in the development of society, will not go astray in the future. Because he can analyze from the point of view of professional duty that the social, economic, political, cultural and educational development of the society is in the hands of the rising generation. In particular, the students, who said they wanted to dedicate their lives to folk crafts, expressed a desire to contribute to such a noble cause as the development of national crafts.

Our research shows that, based on the above, the solution of the following tasks in secondary schools is of paramount importance:

- Strengthening the provision of guidance and advice to students in choosing a profession; planning of educational and methodical work of science teachers on national crafts; use of innovative methods in teaching students national crafts based on the rational use of advanced methods of educational process, organizational forms and means of teaching; increase the logical coherence of the educational process, prevent duplication of program materials of national craft lessons, ensure their logical sequence, consistency, continuity and coherence in terms of developing theoretical knowledge, practical skills and abilities of future national craftsmen; planning, improvement, development of rational forms of control over the methodological guidance of independent learning activities of future masters of folk crafts; to establish the process of technology education with the use of necessary equipment, including technical and visual aids, as well as computer programs in the development of pattern compositions; To consider the wide use of various methods and tools of education in the development of students' consciousness and thinking, the formation of theoretical knowledge, practical skills and competencies in the teaching of technology in secondary schools in the teaching of folk crafts; each lesson should be carefully planned with a clear purpose, the importance of its educational, pedagogical and developmental goals, lesson stages, use of visual materials, conformity to the ideological content, integration of theory with practice, equipping with visual aids, appropriate method, method and the effective use of tools should be organized, taking into account the active interaction between teacher and student.

Emphasis is placed on the use of modern teaching methods in teaching students national crafts. The goal is to arouse students' interest in the topic, to develop theoretical knowledge, practical skills and abilities, to organize discussions for individual and group mastering of didactic and handout materials on the topic, to prepare handouts and didactic materials. and pedagogical processes should be developed to provide guaranteed results.

Explain the role and importance of the use of information technology (IT) in the process of technology education, didactic possibilities of teaching general subjects based on information technology in the training of future technology education teachers, conceptual bases of teaching general subjects based on modern teaching technologies and tools, Interpretation of the content of professional training of technology education teacher and its logical-structural scheme serves to increase the effectiveness of education.

The main directions of professional preparation of students for the use of information technology in teaching were identified: the state of preparation of students for the use of IT in the pedagogical activity was studied, their skills in the use of information technology in teaching technology were diagnosed.

The process of formation of professional knowledge, skills and abilities of students on the basis of IT in the creation of the situation observed the peculiarities of the participants of this pedagogical process, i.e. future technology teachers, the content of its components, the involvement of computers as objects of student activities. The object of student activity is the information model of the pedagogical phenomenon or process studied in teaching on the basis of IT.

A necessary condition for the pedagogical support of the formation of knowledge, skills and abilities of students on the basis of IT is the readiness of the teacher for this process. The teacher should have a program of formation of knowledge, skills and abilities of the methodical system based on the study of folk crafts using IT.

Based on the analysis of the pedagogical literature and the requirements for the use of information technology in the professional activity of the student, the study identified the following criteria [6]: motivation and level of knowledge of the use of information

technology in professional activities; the degree of formation of creative skills and competencies in the use of information technology in student learning activities.

The structure of students' use of information technology in the process of technology education has been developed [7-20]. The purpose of the pedagogical structure of students from information technology in the process of technology education component (training and determination of the results of the teacher of technology education on the basis of information technologies of higher professional education of the Republic of Uzbekistan in accordance with the social order of the society for the training of teachers of competitive technology education), organizational component (tasks, methods and forms of education, definition and development of educational principles) (Development of diversity, subjectivity, creative individuality, personal potential of students through the organization of practical classes on the basis of programs developed on the subject of "Folk Crafts" - using innovative, competent, integrative, individual-activity approaches).

Conclusions

As a result of the study of research work, based on practical pedagogical experience, developed a scheme of pedagogical structure and diagnostic model of the use of research results in the training of future teachers of technology education.

The structure of teaching technology to students' interest in information technology is based on the principles of science, continuity, sequence, demonstration, activity, interdisciplinary relevance, as well as assessment criteria to determine learning outcomes [21-38].

Methods of pedagogical diagnosis (specific analysis of the lesson, creative assignments, practical work) have improved the level of preparation of future technology teachers for professional activity by defining the criteria for expert assessment and systematizing their organizational and functional capabilities such as objectivity, integration, feedback, psychological flexibility.

The content of the conceptual framework for the training of future teachers of technology education on the basis of IT has been improved on the basis of integrative coordination of the functions of analytical, design and pedagogical prognostic components of diagnostics of qualification requirements and their levels of professional and pedagogical training.

The development of creative thinking skills in students in technology classes - this allows you to bring up a harmoniously developed generation that thinks independently, able to quickly find a rational solution to any problem, free from intellectual dependence.

References

1. Abdullev U. Farg’ona vodiysida etnoslararo jarayonlar. - T.: Yangi asr avlodi, 2005. -P. 214-215.
2. Bulatov S. O’zbek halq amaliy bezak san’ati. -Toshkent: Mehnat, 1991. P. 9.
3. Goncharova P.A. Buhoro Zardo’zlik san’ati. -Toshkent: O’zbekiston, 1986. P. 121.
4. Gyul’ E. Joynamozdagi ramzlar. // Halq talimi. –Toshkent. 1993.5-son. P.23.
5. Jabbarov I. O’zbeklar: turmush tarzi va madaniyati. Monografiya. Toshkent: O’qituvchi, 2004. P. 13.
6. Yo’ldoshev J. G’. Ta’limga innovacion yondashuv // Halq talimi. Toshkent. 2014. 3-son. P.14.
7. Karimov I. Mehnat ta’limida o‘quvchilar ijodkorlik faoliyatini tashkil etishning

uyg'unlashgan texnologiyalari: Monografiya, uslubiy yo'nalish. T.: "Adabiyot uchqunlari", 2015. P. 66.

8. Qo'ysinov O.A., Sharipov Sh.S., Aripov M., Begimqulov U. va.b. Bilim olishning intellektual tizimini ishlab chiqish nazariyasi va amaliyoti. Monografiya. T.: "Fan", 2011. P. 14.
9. Shomirzaev M.H. O'zbek milliyhunarmandchiligida innovacion jarayonlar. O'quv-uslubiy qo'llanma. T.: "Yangi nashr", 2017. P. 48.
10. Alan Dzh. Rou. Kreativnoe myshlenie / Alan Dzh. Rou; per. s angl.
11. Ostrovskoj V.A. - M.: NT Press, 2007. P. 176.
12. Zaparov A., Toychiev R., Khusanov U. Teaching technology in general secondary schools on the "stem" educational approach. «Ekonomika i socium». № 1(80) 2021, P. 107-115.
13. Hojikarimova, G., Safarova, G., & Razzoqov, B. (2021). TA'LIM JARAYONIDA KOMPETENTSIYAVIY YONDASHUV. Збірник наукових праць SCIENTIA
14. Ахмедов, М., &Ходжикаримова, Г. (2021). Ўқитишнингсифативатаълим-тарбиясамарадорлигиниоширишдаинновационхарактергаэгабўлганинновациондарс шакллариданфойдаланиш. Общество и инновации, 2(2), 1-7.
15. Ахмедов, М., &Ходжикаримова, Г. (2021). Ўқитишнингсифативатаълим-тарбиясамарадорлигиниоширишдаинновационхарактергаэгабўлганинновациондарс шакллариданфойдаланиш. Общество и инновации, 2(2), 1-7.
16. Ahmedov, M. M., Hojikarimova, G. T., & Rahmatullayeva, H. B. (2021). INTERFAOL O 'QITISH–INNOVATSIYA SIFATIDA. Scientific progress, 2(3), 101-107.
17. Аҳмедов, М. М.,&Ҳожикаримова, Г. (2021). ТЕХНОЛОГИЯ ФАНИ АМАЛИЙ МАШҒУЛОТЛАРИНИ ТАШКИЛ ЭТИШНИНГ ТАШКИЛИЙ ШАКЛЛАРИ. Scientificprogress, 2(3), 94-100.
18. Ахмедов, М., &Ходжикаримова, Г. (2021).Ўқитишнингсифативатаълим-тарбиясамарадорлигиниоширишдаинновационхарактергаэгабўлганинновациондарс шакллариданфойдаланиш. Общество и инновации, 2(2), 1-7.
19. Артыкова, Н., &Музаффарова, Ф. (2019). Внешняя политика Узбекистана и социальное развитие. In WORLD SCIENCE: PROBLEMS AND INNOVATIONS (pp. 200-203).
20. Akramovna, O. N. (2021). Innovative Possibilities of Pedagogical Forecasting. European Journal of Life Safety and Stability (2660-9630), 11, 189-191.
21. Ortikova, N., &Rizaev, J. (2021, May).THE PREVALENCE AND REASONS OF STOMATOPHOBIA IN CHILDREN.In Euro-Asia Conferences (Vol. 5, No. 1, pp. 182-183).
22. Juraev, N., &Ortikova, N. (2021). THEORETICAL SOURCES OF THE CONCEPT OF THE POLITICAL ELITE: A COMPARATIVE ANALYSIS. PalArch's Journal of Archaeology of Egypt/Egyptology, 18(7), 1953-1961.
23. Norbutaev, A., Rizaev, J., Abduvakilov, J., &Ortikova, N. (2020). Results of the effect of complex treatments on perodonot microcirculation in child periodontitis with iron deficiency. European Journal of Molecular & Clinical Medicine, 7(2), 2020.
24. Ортикова, Н. (2019). ЭЛИТА И ДЕМОКРАТИЯ: ТЕОРЕТИЧЕСКИЙ

АНАЛИЗ. Paradigmatapoznani, (2), 34-39.

25. Ortikova, N. (2019). CHALLENGES TO SHAPE POLITICAL ELITE. In Modern philosophic paradigms: interrelation of traditions and innovative approaches (pp. 17-22).
26. Ortikova, N. (2018). THEORETICAL FOUNDATIONS OF POLITICAL ELITE AND DEMOCRACY. Социосфера, (4), 233-237.
27. Ziyoda, N. (2021). THE USE OF AUTHENTIC MATERIALS IN INCREASING THE MOTIVATION TO THE STUDENTS’OF ENGLISH LANGUAGE. Pindus Journal of Culture, Literature, and ELT, 6, 41-45.
28. Nazarova, Z. K. (2020). TEACHING METHODS OF LISTENING COMPREHENSION. Theoretical & Applied Science, (5), 935-937.
29. Ziyoda, N. Z. N. (2021). THE IMPACT OF INTEGRATED COURSE ON STUDENT ACHIEVEMENT. Журнал иностранных языков и лингвистики, 2(5).
30. Nazarova, Z. K. (2021). THE IMPACT OF CULTURAL BASED ACTIVITIES IN FOREIGN LANGUAGE TEACHING AT INTERMEDIATE (B1) LEVEL. Academic research in educational sciences, 2(10), 1057-1062.
31. Nazarova, Z. K. (2017). WRITING IS THE LANGUAGE ART. Гуманитарный трактат, (20), 33-34.
32. Хамидов, О. Р. (2014). Оценка технического состояния локомотивных асинхронных электродвигателей средствами вибродиагностики (Doctoraldissertation, Петерб. гос. ун-т путей сообщ.).
33. Хамидов, О. Р. (2019). Диагностирование и моделирование несимметричных режимов асинхронных тяговых электродвигателей локомотивов с применением искусственных нейронных сетей. Известия Пет
34. Грищенко, А. В., Хрущев, А. С., Хамидов, О. Р., & Яшкин, М. С. (2014). Математическая модель сепаратора подшипника качения локомотивных асинхронных электродвигателей. Известия Петербургского университета путей сообщения, (2 (39)), 5-10.
35. Хамидов, О. Р. (2019). Разработка нейросетевой модели для диагностики состояния локомотивного асинхронного электродвигателя. Известия Петербургского университета путей сообщения, 16(4).
36. Грищенко, А. В., & Хамидов, О. Р. (2018). Оценка технического состояния локомотивных асинхронных тяговых электродвигателей с использованием нейронных сетей. Транспорт РоссийскойФедера
37. Хамидов, О. Р., &Кудратов, Ш. И. (2022, March). ИНТЕГРАЛЬНАЯ ОЦЕНКА ТЕХНИЧЕСКОГО СОСТОЯНИЯ СИСТЕМ ЭНЕРГЕТИЧЕСКИХ УСТАНОВОК ЛОКОМОТИВОВ. In " ONLINE-CONFERENCES" PLATFORM (pp. 165-168).
38. Хамидов, О. Р.,&Нематова, С. А. (2022, March). УПРАВЛЕНИЕ ДВИЖЕНИЕМ И ОЦЕНКА ТЕХНИЧЕСКОГО СОСТОЯНИЯ СОВРЕМЕННЫХ ЭЛЕКТРОВОЗОВ АО «УЗБЕКСКИЕ ЖЕЛЕЗНЫЕ ДОР
39. Хамидов, О. Р., Юсуфов, А. М. У., Кодиров, Н. С., Жамилов, Ш. Ф. У., &Эркинов, Б. Х. У. (2022). ОЦЕНКА ОСТАТОЧНОГО РЕСУРСА ГЛАВНЫХ РАМ МАНЕВРОВЫХ ТЕПЛОВОЗОВ. Universum: технические науки, (2-3 (95)), 59-62.